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ABSTRACT

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on discipline (EM 010 441, EM 010 442, EM 010 470, EM 010 471 and EM 010 510) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

TEST ITEM POOL

PART X

DISCIPLINE

EM010462

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INTRODUCTION

The test items included in this book have been prepared for use in the course, An Introduction to Psychology and Leadership. They have been compiled as part of the project documentation. Additionally, some instructors may find them of use in preparing their own quizzes and tests. The Table of Contents on the next page indicates the classification of the test items within segments. The Progress Check answers are identified by a title page. The research pretest items are identified by the word PRE in the upper right hand corner of the page. The unused items on which there are no data are identified by their enclosure in the rectangular box. The research norm referenced test items are identified by the acronym CPT in the top right corner of each page.

For those unfamiliar with the differences between criterion referenced items and norm referenced items, the following is briefly offered. Criterion referenced items test learning of specific objectives. Students are expected to perform quite well on these items if they have adequately used the instructional materials. Their relationship to the terminal and enabling objectives are referenced for each. A norm referenced item should display more discrimination power, i.e., they are expected to reflect the distinctions between students who have depth of knowledge as opposed to those who have a superficial knowledge. Since they do more than merely test objectives, they should be used cautiously since it would not be unusual or unfavorable for a large percentage of students to choose incorrectly in answering this type of item.

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With content references.

ED 0/1317

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment I

Introduction to Discipline

Progress Check

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO DISCIPLINE

PROGRESS CHECK

Question 1.

Select the paragraph below which correctly states the necessity for discipline.

a. Discipline, although desirable, is not necessary for a military organization. Accomplishment of the mission is more dependent upon individual skill than group attitudes and cohesiveness.

b. Discipline is necessary for an ordered way of life. Order is an absolutely vital organizational state, therefore the leader must direct much of his attention to the maintenance of discipline.

c. Discipline is necessary for the achievement of morale and esprit de corps. Without esprit de corps, the organization has no chance of accomplishing its mission.

d. Discipline is necessary for the mental development of the individual members of the organization. Since this development is important to a leader, he must maintain discipline at all costs.

Question 2.

Select the paragraph which correctly identifies the implications of discipline and its relationship to order.

a. Discipline implies subjection to a control exerted for the benefit of the whole organization. It also implies that certain rules or policies are in effect which are necessary for the orderly coordination of efforts. Without the maintenance of discipline, order cannot exist in any military organization.

b. Discipline implies that the selective exercise of punishment techniques is employed by the leader to ensure that his organization remains cohesive. This type of discipline is necessary for the maintenance of order.

c. Discipline implies that individuals in an organization are subjected to unreasonable control; unreasonable to the extent that their personal freedoms are completely subordinated to the goals of the organization. Discipline and order are synonymous in this context.

d. Discipline implies that subjection to a control for the benefit of the group is an unnatural social state for man, and is only achieved by the use of harsh, authoritarian methods. Order, the result of good discipline, is necessary to the organization, but must be constantly reinforced.

Question 3.

When ENS Hathorne entered the Academy he wasn't sure that he really wanted to make the naval service a career. The first two years at Annapolis he observed all the rules and regulations and had achieved what few midshipmen are able to accomplish--"0" demerits the first two years. He still was not convinced that he wanted to be a naval officer. However, after the second class summer cruise and aviation indoctrination, Hathorne knew what he wanted to do. He wanted to become a naval aviator. During the last two years at the Academy, Hathorne devoted all his spare time to becoming thoroughly acquainted with naval aviation. He was a walking encyclopedia on the subject. On weekends he took private flying lessons. By graduation, Hathorne was dedicated to becoming the Navy's best pilot. Everything he did, from his own physical conditioning program to his private flying lessons, was oriented toward this personal goal.

Select the level along the continuum of self-discipline that ENS Hathorne had achieved upon graduation.

a. Compliance level

b. Acceptance level

c. Internalization level

d. None of the above

Question 4.

Select the paragraph which correctly states the relationship between discipline and morale.

a. A unit without morale can have discipline, and conversely, without discipline, the unit can enjoy acceptable levels of morale. The important point is that discipline and morale are not mutually reinforcing.

b. Morale and discipline are mutually reinforcing. Disciplinary problems occur less frequently as morale improves. Consequently, the necessity for the leader to maintain constant supervision is reduced.

c. As disciplinary problems increase in number, the morale of the organization will rise in a directly proportionate relationship. The leader must strive to reduce the incidence of disciplinary problems.

Question 5.

Military discipline in peace and war situations requires a rigid adherence to rules, regulations, subordination, and an unwavering devotion to the established government. Commanders should utilize extreme punishment in enforcing discipline. A Commander should both project and practice a type of discipline based on authoritarian domination.

Select from the terms listed the one which correctly identifies the above stated concept of discipline.

a. Contemporary

b. Psychological

c. Historical

d. Sociological

Question 6.

Select the statement(s) containing the factors upon which modern discipline rests.

a. The subordinates' understanding of the managerial and organizational necessity for discipline

b. The variety of actions available to the organization to ensure good discipline

c. The subordinates' willingness to accept the authority, expertise, judgment and power of the leader

d. All of the above

Question 7.

Machinist's Mate Schaffer was ordered by his Commanding Officer to lubricate all the refrigerating equipment in the galley. Schaffer noticed in the course of accomplishing this task that the airconditioning units were filthy and dry. He secured additional lubricants and proceeded to restore the airconditioners to an acceptable level of operation.

Select the statement which correctly states the type of discipline and its characteristics as illustrated by the example above.

a. Positive discipline--based on loyalty, knowledge, and a sense of propriety, knowing that his work will be inspected

b. Negative discipline--fear of the consequences that will follow a violation of rules or practices

c. Self-discipline--behavior is voluntary and internally motivated; behavior regulated by evaluation of projected line of action in terms of organizationally approved standards

d. Blind discipline--complete obedience motivated by the fear of physical harm

Question 8.

Select an element of self-discipline.

a. Self-discipline is based solely on the individual's desire to improve himself, not his unit.

b. A self-disciplined individual regulates his behavior by evaluating his projected line of action in terms of organizationally approved standards.

c. Self-discipline is motivated involuntarily, by the application of modern psychological methods.

d. A self-disciplined person acts on the belief that every situation is totally irrelevant to any other.

Question 9.

MIDN Hise was famous throughout the Brigade for his personal vigilance of the midshipmen uniform regulations. He held the record (and with a degree of pride) of "frying" the greatest number of plebes in one day. His eagle eye was not totally plebe-oriented; underclassmen in general got the detailed inspection each time Hise passed them. Not only did Hise stop and purposefully inspect underclassmen, he always found something wrong and put the man on report. Additionally he entered the offender's name in his famous "Black Book" with a statement, "You're in my 'Black Book', Mister, and if I catch you out of uniform again, you're going to be marching extra duty until June Week."

Select the statement of violations which MIDN Hise has committed.

a. Hise concentrated his negative discipline efforts on only one aspect of the regulations.

b. Hise has resorted to negative discipline without first trying to influence with positive discipline.

c. Hise has recorded the offender's name in his "Black Book."

d. Hise has been inconsistent in adherence to standards.

Question 10.

From the following choices, select those which are indicators of discipline in the group.

1. Informal relationships between officers and enlisted men
2. Demonstrated mutual respect in the unit
3. Variable levels of performance
4. Low incidence of punishable behavior

a. 3 and 4

b. 1 and 2

c. 1 and 3

d. 2 and 4

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Ten SEGMENT I

REMEDIATION TEXT Audio Script - Vol X Script

ITEM	ANSWER	REMEDIATION REFERENCE
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2	a	Pages 1-4
3	c	Pages 8-10
4	b	Pages 6-7
5	c	Page 13
6	c	Page 17
7	c	Pages 18-20
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Ten Segment I

ITEM NO.	T. O.	E. O.
1	1	
2	1	1
3	2	
4	2	1
5	3	
6	3	4
7	4	
8	4	3
9	5	
10	6	

Question 45.

Select from the following choices those which are levels of individual self-discipline.

1) Negative assurance level
2) Compliance level
3) Externalization level
4) Internalization level

a. 1, 4
b. 2, 3
c. 2, 4
d. 3, 4

Ans. c, Ref. 10.1; TO-2/EO-2

PART 10 SEGMENT I

T. O. Number	TEST ITEM
1 (EO-2)	Select the factors listed below which are common to definitions of discipline. a. The attitude of the individual. b. Desire to do the right thing. c. Usually self-imposed. d. All of the above. correct answer: d

REVISION_____DATE:

T. O. Number	TEST ITEM
2 (EO-4)	From the paragraphs below, select the one which correctly states the relationships between discipline, morale, and esprit de corps. a. When a group exhibits a high level of discipline, both morale and esprit will inevitably develop. The possession of morale, however, does not necessarily lead to a high level of discipline or the achievement of esprit de corps. b. Discipline, morale and esprit de corps are mutually reinforcing and vitally necessary to group effectiveness and mission accomplishment. When the maintenance of one is neglected, the others must suffer. c. Discipline is the least important state that must be maintained in order for a group to be effective. Any military organization can operate effectively if morale and esprit de corps are high. d. All of the above. correct answer: b

REVISION_____DATE:

T. O. Number	TEST ITEM
3 (EO-1)	Select the statement below which describes the essentials of military discipline, as defined by CAPT M. B. Stewart. (a) Stewart redefined the essentials of military discipline to stress honorable dealing, enthusiastic devotion to duty, evolution of a rigid behavior code to guide rather than punish, concern for the subordinates' well-being, and instilling self-reliance, pride and self-confidence in military members. (b) Stewart considered authoritarian domination by the leader as a necessary prerequisite for maintaining discipline. After the leader has established himself as authoritarian, he must consistently punish any and all infractions harshly. (c) Stewart defined the essentials of discipline as group solidarity, cohesiveness, esprit, clean living, honorable dealing, and a rigid behavior code based on punishment. (d) All of the above. Correct answer: a

REVISION_____DATE:

PART 10 SEGMENT I

T. O. Number	TEST ITEM
3 EO-3	S. L. A. Marshall defined important adjustments of the philosophy of discipline to changing conditions. Select the statement below which describes these adjustments. a. As more firepower in weaponry has developed, forcing wider deployment of battle forces, the quality of initiative in the individual has become the least praised of the military virtues. b. Weaponry has changed the nature of a combat unit in such a way that the individual soldier's dependence upon his comrades is being replaced by an increasing dependence on his own individual resources and skills. c. Technological advances as applied to the military have had important tactical consequence, but have affected discipline only slightly. d. Technology of warfare is so complex that the coordination of a complex group of specialists cannot be guaranteed simply by authoritarian discipline. Answer: d

REVISION_____DATE:

T. O. Number	TEST ITEM
4 (EO-1)	Select the terms listed below which are characteristic of positive discipline. 1. Involuntary. 2. Emotion. 3. Loyalty. 4. Ignorance. 5. Reason. 6. Knowledge. a. 1,3,6 b. 2,3,5 c. 3,5,6 d. 1,2,4 correct answer: c

REVISION_____DATE:

T. O. Number	TEST ITEM
4 EO-2	Select the example below which best identifies a person possessing self-discipline. a. LT James departed the base on a three-day pass, leaving ENS Libby in command. On the second day, CPO Miller requested leave for a week to visit his sick brother. ENS Libby knew that on the day of LT James's return, the unit would begin an important mission. ENS Libby informed CPO Miller that he had to await LT James' decision. b. ENS Powell ordered SN Fischer to clean all the porthole glass aboard the ship. SN Fischer immediately began the task and finished three days later. c. LTJG Cohen visited Washington on liberty one evening, and met three other officers from the base at a lounge. Two of them had consumed more drinks than usual, and wanted to go on to Baltimore. LTJG Cohen attempted to dissuade the officers but failed. Seeing that the situation was likely to get worse he excused himself and left the lounge. d. ENS Leitner eagerly obeyed every command issued by his commander. Often ENS Leitner's zealous service jeopardized the very mission he sought to accomplish. Answer: c

REVISION_____DATE:

PART 10 SEGMENT I

T. O. Number	TEST ITEM
4 (EO-4)	Select the statement below which best explains the basis of negative discipline. a. Negative discipline is based upon an individual's natural fear of authoritarian figures. b. Negative discipline is based on a concept utilizing rewards as a primary tool for developing acceptable behavior patterns. c. Negative discipline is based upon fear that others will react unfavorably toward the individual since the group is always punished for the wrong behavior of an individual. d. Negative discipline is based upon the fear of possible consequences following a violation of rules or practices. correct answer: d

REVISION_____DATE:

T. O. Number	TEST ITEM
5 (EO-1)	Select from the statements listed below those which are major considerations in administering negative discipline. 1. An officer should lose his temper and ridicule his men occasionally. 2. An officer commends publicly and reproves privately. 3. An officer does not neglect his men, does not coddle them, and does not play the clown. 4. An officer should use negative discipline interchangeably with positive discipline. a. 1, 4 b. 2, 4 c. 2, 3 d. 1, 3 correct answer: c

REVISION_____DATE:

T. O. Number	TEST ITEM
5 EO-2	The USS Busby stopped in Hong Kong for repairs and supplies. The crew was permitted liberty on a port and starboard basis. On the third day in Hong Kong, SN Pendall returned drunk. When ENS Sisler, the OOD, attempted to talk with him, Pendall became insubordinate, and threatened to strike him. From the statements below, select the one which correctly describes the appropriate response ENS Sisler should make. a. ENS Sisler should physically subdue the seaman, and restrict him to his quarters. b. ENS Sisler should let SN Pendall board the ship, and should avoid any sort of confrontation with him. c. ENS Sisler should not talk or argue with SN Pendall, but should turn him over to the master-at-arms for safe-keeping until he is sober. d. ENS Sisler should lecture SN Pendall on the disadvantages of misconduct, solicit an explanation for his action, and ask him what punishment might be appropriate. Answer: c

REVISION_____DATE:

T. O. Number	TEST ITEM
5 EO-3	ENS Widerd reported for duty aboard the USS Enterprise on May 1st. He was assigned to the engineering department. ENS Widerd devoted his first week to learning about all the men, their particular jobs, and the equipment that was to be involved. Widerd asked the men pertinent questions, persisting until he was satisfied his knowledge had been increased. His questions were rather specific, and the men answered them to the best of their ability. ENS Widerd responded to questions in return, exhibiting great understanding of existing problems. On May 8th, a generator broke down. On the basis of his knowledge of his section's individuals and their skills, ENS Widerd mustered a repair crew. The generator was operative a short time later. Select the indicators of individual discipline which are present in the above example. 1. Proper conduct on and off duty. 2. Alert responses. 3. Degree of enthusiasm exhibited. 4. Standards of dress, bearing, cleanliness. -continued on next page-

T. O. Number	TEST ITEM
	-continued from previous page-
5	5. Prompt and correct action in an emergency.
EO-3	6. Attention to details.
	a. 1, 3, 5
	b. 2, 3, 5
	c. 2, 4, 6
	d. 3, 5, 6
	Answer: d

REVISION_____DATE:

T. O. Number	TEST ITEM
6 (EO-1)	Select the paragraph below which correctly describes discipline in combat versus discipline in peacetime. a. Combat situations make men react more aggressively and intelligently, thus requiring a less strict compliance with orders. Peacetime situations require more stringent disciplinary measures because pressure is greater. b. Generally in a combat situation, men reject the necessity for prompt and strict compliance with orders. Despite this fact, discipline is high. In peacetime situations, the leader must devote more time to the maintenance of appearance-type indicators. c. Generally in a combat environment, men accept the necessity for prompt and strict compliance with orders. The elements of discipline involving survival are of primary importance. In peacetime discipline is usually obtained when mutual confidence exists between personnel and their leaders. d. In combat, a leader must rely on the concept of negative discipline, whereas in peacetime, the reliance is on positive disciplinary techniques. correct answer: c

REVISION_____DATE:

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment II

Development and Maintenance of Discipline

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DEVELOPMENT AND MAINTENANCE OF DISCIPLINE

PROGRESS CHECK

Question 1.

Select the statement that best describes the influence of reward on discipline.

a. The judicious use of rewards is one method of improving discipline.

b. The use of rewards is not related to discipline.

c. The use of rewards erodes discipline and should be avoided.

d. The use of rewards is the only way to improve discipline.

Question 2.

Complete the following statement:

The two basic motives by which men are controlled are:

1. Fear of punishment
2. Heroism
3. Hope of reward
4. Patriotism
5. Discipline
6. Fear of authority

a. 3 and 4

b. 5 and 6

c. 1 and 3

d. 2 and 5

Question 3.

Select the statement that correctly describes the influence punishment has on discipline.

a. Punishment is not related to discipline.

b. Punishment, when judiciously administered, promotes firm discipline.

c. Punishment is the only way to develop firm discipline.

d. Punishment establishes loyalty to leadership.

Question 4.

Select the statement that correctly describes the disadvantage of punishment.

a. Punishment does not show individuals what to do, only what not to do.

b. Punishment is not always effective because frequently, the punishment inflicted is more severe than what was originally threatened.

c. Punishment creates competition rather than the desired cooperative relationship between leader and follower.

d. Both a and b above

Question 5.

LTJG Hogan wishes to improve the discipline in his gunnery unit.

Select the statement that correctly describes the technique LTJG Hogan should use to establish positive discipline in his gunnery unit.

a. Avoid making continual progress reports on the men whether the work is good or bad, because it makes the men self-conscious.

b. Let the men know exactly what is expected of them by always issuing clear and explicit orders.

c. Don't waste valuable time attempting to reeducate the men when mistakes occur; instill discipline by punishment because the men should have sufficient training by now.

d. Avoid the use of rewards, since rewards do not improve discipline.

Question 6.

Select the statement which best describes the relationship between fear, panic, and discipline.

a. Discipline is the training foundation upon which the normal fears of combat become controllable and without which these normal fears of combat might become uncontrollable and result in panic.

b. A unit may still have discipline even while experiencing panic. However, if the same unit exhibits fear, discipline will be nonexistent.

c. Individual members of a unit that has strict discipline are more likely to experience fear in combat than individuals of a weakly disciplined unit, but they are less likely to panic.

d. The breakdown of discipline and coordination produces fear, and although panic occurs when danger is perceived as involving an immediate bodily threat, it is a controllable emotion involving the whole physiological pattern.

Question 7.

One of the most successful civic action projects in Vietnam was the formation of Combined Action Platoons (CAP) made up of Marine volunteers from various units, a Navy corpsman, and local Vietnamese Popular Forces. These units were scattered throughout the countryside in isolated hamlets and operated without any close supervision or contact with other Marine units. The headquarters of these CAP's found that the loneliness of their isolated duty often presented problems.

Select the correct technique the Headquarters officers should use to dispel loneliness among these men.

a. The officers should visit the men frequently to help relieve anxiety.

b. When possible, the officers should keep the men informed concerning the location of other units.

c. The officers should insure that the men stay busy on their own position defenses and hamlet civic action projects to divert attention from their loneliness.

d. All of the above

Question 8.

While conducting firing exercises on the 40-mm gun, LTJG Holly noticed that GM Berry was abnormally cautious about handling ammunition. LTJG Holly was concerned about Berry's apparent fears during firing exercises.

Select the correct method LTJG Holly should employ to dissolve GM Berry's fears, so that when placed in a battle situation he will not panic and endanger the lives of his shipmates.

a. LTJG Holly should stress the fact that fear is a natural emotion; he should describe the symptoms to expect, and then relate experiences of veterans who have overcome fear during combat. LTJG Holly should always keep the tone of his vocal assurances positive and optimistic.

b. LTJG Holly should simply explain that the noise from the gun is harmless and that fear of noise is cowardly.

c. LTJG Holly should explain to GM Berry that he has been trained to work as a part of a highly efficient team and that his crewmates are depending on him.

d. LTJG Holly should use mild punishment to discourage GM Berry's apprehension about loading the gun.

Question 9.

During a training maneuver, Marine LT Dixon ordered his squad to advance on a particularly well protected enemy position. It took several orders, and finally a threatening command to move his men out of their positions. The assault on the simulated enemy position was judged costly, but successful.

From the following choices select the correct technique LT Dixon should use to prevent future insubordination.

a. Begin early and continue to develop and maintain team spirit and to reinforce positive attitudes toward obedience.

b. Develop and maintain a healthy competitive spirit and positive attitudes toward obedience will automatically result.

c. Encourage obedience by threatening punishment of insubordination.

d. All of the above

Question 10.

Select the statement that correctly describes the relationship between dissent and the "system."

a. Dissent is a necessary facet of military democracy.

b. Dissent is compatible with the system in cases of obvious mismanagement of authority.

c. Dissent is the only means of testing military authority.

d. Dissent erodes discipline and is totally incompatible with the military system.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Ten SEGMENT II

REMEDIATION TEXT Audio Script - Volume X-Script

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-2
2	c	Page 1
3	b	Pages 6-8
4	a	Page 7
5	b	Pages 9-12
6	a	Pages 9-14
7	d	Page 17
8	a	Page 18
9	a	Pages 20-22
10	d	Page 22
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Ten Segment II

ITEM NO.	T. O.	E. O.
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2	1	1
3	2	
4	2	2
5	3	
6	4	
7	5	
8	6	
9	7	
10	8	

Question 35.

Select the statement that correctly describes a disadvantage of using reward as a motivating device.

a. Use of reward may encourage the employment of dishonest methods.

b. Use of reward makes the men resentful of the power of the leader.

c. Use of reward reduces the esprit de corps of a unit.

d. Use of reward impairs the authority relationship of intermediate leaders.

Ans. a, Ref. 10.2, TO-1/EO-3

PART 10 SEGMENT II

T. O. Number	TEST ITEM
1	From the choices below, select the statement that correctly describes the influence of reward on discipline. a. Discipline is unaffected by use of rewards. b. Discipline is normally improved by the use of rewards. c. Discipline is improved only by excessive use of rewards. d. Discipline is not related to the use of rewards. correct answer: b.

REVISION_____DATE:

PART 10 SEGMENT II

T. O. Number	TEST ITEM
1	From the choices below, complete the following statement. One method of improving discipline is by the judicious use of: a. punishment. b. promotions. c. rewards. d. re-education. correct answer: c.
	REVISION_____ DATE:

PART 10 SEGMENT II

T. O. Number	TEST ITEM
1 (EO-1)	Choose the statement that correctly describes the basic motives by which men are controlled under military conditions. Men are controlled by: a. the use of discipline only. b. the hope of reward and the fear of punishment. c. the hope of reward and the promise of promotion. d. the fear of punishment only. correct answer: b.

REVISION_____DATE:

T. O. Number	TEST ITEM
1 (EO-2)	Read the following example: Marine LT Adams wants to enhance the performance of his men during inspections by the company commander, so he has offered his men a reward if they improve their unit's rating in the company standings. From the choices below, select the statement that correctly describes the advantages of using reward as a motivating device. a. Provided that the reward is offered continually, its use as an incentive builder makes the men conscientious about improving their performance. b. If LT Adams' men really want the reward, they will be capable of expending a greater effort. c. Use of the reward by LT Adams increases the men's dependency on the reward as a motivating device. In this way, the men's performance will be greatly improved. d. All of the above. correct answer: b.

REVISION _____ DATE:

T. O. Number	TEST ITEM
1 (EO-3)	From the choices below, select the statement that correctly describes the disadvantages of using reward as a motivating device. a. Use of reward as a motivating device encourages the employment of dishonest methods. b. Use of reward makes the men difficult to discipline. c. Use of reward reduces the esprit de corps of a unit. d. Use of reward impairs the normal working relationship between leader and subordinate. correct answer: a.

REVISION_____DATE:

T. O. Number	TEST ITEM
2 (EO-1)	From the choices below, select the statement that correctly describes the advantage of punishment. a. Punishment is easier to administer than reward. b. Punishment is useful as a motivating device. c. It is easier to select punishment that most men would avoid than to select a reward that most men would seek to achieve. d. All of the above. correct answer: d.

REVISION_____DATE:

T. O. Number	TEST ITEM
2 (EO-3)	From the choices below, select the statement that correctly describes the conditions under which group punishment is appropriate and effective. a. Group punishment is most effective when implemented without prior warning. b. Group punishment is effective as a means of improving motivation if it is based on duty performance rather than off-duty activities. c. Group punishment is the best way to improve individual substandard performance. d. Group punishment is effective in improving motivation because it increases group solidarity. correct answer: b.
	REVISION_____ DATE:

T. O. Number	TEST ITEM
3	Read the following example: Marine LT COL Fletcher was placed in command of a battalion scheduled for duty in Southeast Asia. LT COL Fletcher, however, was not pleased with the quality of the discipline throughout his battalion. Since his men would soon be facing combat, Fletcher felt it was mandatory that some attempt be made to improve the discipline within his battalion. From the choices below, select the technique LT COL Fletcher should instruct his company commanders to employ in establishing positive discipline. a. Keep the men informed of the progress they are making. b. Use punishment rather than re-education when possible. c. Avoid the use of rewards in general, since they have no relationship to discipline. d. Use discipline as the principle means of guaranteeing authority. correct answer: a.

REVISION_____DATE:

T. O. Number	TEST ITEM
6 (EO-1)	From the choices below, select the statement that correctly describes the technique by which individual and group confidence is developed. a. Starting in boot camp, the recruit goes through a series of strenuous exercises designed to build confidence. b. Only officers should be given individual problems to solve to develop confidence. c. Difficult problems should be avoided during training exercises to avoid confidence breakdown. d. Confidence is improved by the use of generous rewards, whether or not they are earned. correct answer: a.

REVISION_____DATE:

PART 10 SEGMENT II

T. O. Number	TEST ITEM
6 (EO-2)	From the choices below, select the statement that correctly describes preventative measures against panic that should be used during training exercises. (a) During breaks or periods of inactivity, the leaders should try to avoid conversations dealing with the proposed objectives of the training exercise in order to limit rumors and confusion. (b) During the training stage, leaders should try to improve individual discipline through the use of encouragement, counseling, and mild punishment. (c) Men can be controlled and fear and panic prevented during training exercises by the firm application of disciplinary punishment. (d) During the training stage, leaders can reduce tension by relating what they know about the enemy's weapons and special battle tactics. Answer: d

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T. O. Number	TEST ITEM
7	Marine LT Howard asked for twenty volunteers for a particularly hazardous reconnaissance mission into enemy-held territory. During the patrol, several of the men failed to follow LT Howard's direct orders to flank a suspected enemy outpost. Since he did not receive the necessary information from his troops and lacked complete details about the strength of the suspected enemy position, he had to replan surveillance coverage of the region. From the choices below, select the correct technique LT Howard should use to prevent future occurrences of insubordination. a. Use punishment judiciously in order to improve discipline. b. Discontinue use of rewards until discipline improves. c. Explain beforehand, the necessity of performing such observation missions. d. None of the above. correct answer: a

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